DOCUMENT RESUME

ED 117 104 SP 009 805

| | |
|---|---|
| TITLE | Esthetic Education in Teacher Education (LEEP). |
| INSTITUTION | Texas Tech Univ., Lubbock. |
| PUB DATE | 75 |
| NOTE | 10p. |
| EDRS PRICE | MF-$0.76 HC-$1.58 Plus Postage |
| DESCRIPTORS | *Aesthetic Education; Art Appreciation; *Art Education; Art Expression; Creative Ability; Cultural Awareness; Ethnic Relations; *Field Experience Programs; Higher Education; *Interdisciplinary Approach; *Museums; Preservice Education; Self Concept; *Teacher Education |
| IDENTIFIERS | *Distinguished Achievement Awards Entry |

ABSTRACT

The Lubbock Esthetic Education Program (LEEP) is being offered as a field-based experience which combines theory and practice. As an interdisciplinary arts-education program conducted by teams composed of arts and education faculty and graduate and undergraduate students of Texas Tech University, LEEP is concerned with developing esthetic awareness and knowledge of how the arts are interrelated, while dealing with the improvement of teacher effectiveness. Through interdisciplinary activities, LEEP involves public school children from Lubbock's tri-ethnic community, undergraduate and graduate students, university faculty, and public school personnel in a working and learning situation which focuses on the education of feelings. LEEP is one of the public programs offered by the museum of Texas Tech University. Future teachers are involved in learning how to use the museum as a teaching and learning resource while the museum is able to enlarge its scope as an interface between the community and the university. Museum Science graduate students participate as team members and aid in relating aspects of the museum to the esthetic experience. Undergraduate students are provided with pre-student teaching involvement with children of cultural and/or ethnic backgrounds different from their own. The focus of all activities is on providing children with opportunities to gain confidence in their creative abilities, to gain improved self-concepts, and to open new avenues of cultural and esthetic awareness. (Author/BD)

**********
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
**********

ED117104

DEC 10 1975

# ESTHETIC EDUCATION

# IN

# TEACHER EDUCATION

# (LEEP)

TEXAS TECH UNIVERSITY
LUBBOCK, TEXAS

ROBERT H. ANDERSON, DEAN
COLLEGE OF EDUCATION

BETTYE JOHNSON, DIRECTOR
TEACHER CENTER

## PART I

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SP009 805

## Summary

There's a new look in teacher education at Texas Tech University. In an effort to make preparation programs more relevant to teacher education students, a number of programs are being offered as field-based experiences which combine "theory and practice." One of these is the Lubbock Esthetic Education Program (LEEP), a program that is concerned with developing esthetic awareness and knowledge of how the arts are interrelated, while dealing with the improvement of teacher effectiveness. Through interdisciplinary activities, LEEP involves public school children, undergraduate and graduate students, university faculty, and public school personnel in a working and learning situation which focuses on the education of feelings.

A unique aspect of LEEP is its incorporation as one of the public programs offered by The Museum of Texas Tech University. The multidisciplinary nature of The Museum, together with its desire to create new audiences, has been a vital factor in the development of LEEP. Future teachers are involved in learning how to use The Museum as a teaching and learning resource while The Museum is able to enlarge its scope as an interface between the community and the university. Museum Science graduate students participate as team members and aid in relating aspects of The Museum to the esthetic experience.

Undergraduate students are provided with pre-student teaching involvement with children of cultural and/or ethnic backgrounds different from their own. Repeated involvement develops openness to experience, strategies, and improved self-concepts--all of which, according to current findings, appear related to teacher effectiveness.

The focus of all activities is on providing children with opportunities to gain confidence in their creative abilities, to gain improved self-concepts, and to open new avenues of cultural and esthetic awareness.

# ESTHETIC EDUCATION

# IN

# TEACHER EDUCATION

# (LEEP)

TEXAS TECH UNIVERSITY
LUBBOCK, TEXAS

Robert H. Anderson

ROBERT H. ANDERSON, DEAN
COLLEGE OF EDUCATION

Bettye Johnson

BETTYE JOHNSON, DIRECTOR
TEACHER CENTER

## PART II

## Description and Development of the Program

LEEP is an interdisciplinary arts-education program conducted by teams composed of arts and education faculty and graduate and undergraduate students. It involves children from Lubbock's tri-ethnic community in developing esthetic awareness and improved self-concepts.

Lubbock, a young agrarian community of 180,000, is located on the High Plains of Texas. Situated within the city is a multipurpose university, Texas Tech, with an average enrollment in excess of 20,000. Lubbock serves a large trade area. The growth of the university, along with the recent addition of a School of Medicine, and the rapid growth of Lubbock as a health care center serving west Texas and eastern New Mexico, has led to a population explosion. The city is now beginning to feel some of the woes of an urban community. Lubbock contains three ethnic communities which have been perpetuated by the destruction caused by a tornado in 1970, and an inadequate public transportation system.

This total community provided the stimulus for the Lubbock Esthetic Education Program (LEEP). LEEP had its birth late in 1973 when a small group of museum, art, and education people found that they shared a common interest in such a venture. By early 1974, the group grew and included representatives from the Music, Art, Theatre Arts, Division of Dance of the Women's Physical Education Department, The Museum, the College of Education, and the Art and Music consultants of the Lubbock Public Schools. A number of planning sessions were held during which the basic purposes and goals of the program were discussed. Faculty members representing the various disciplines of Texas Tech University served as the team for a pilot program in

April of 1974. Experience as team members provided the faculty with a better understanding of the team's function and gave insight into developing guidelines for the program.

Coordination of LEEP with the structure of the College of Education course, "Interdisciplinary Approaches to Esthetic Education," allows education students to participate in the LEEP experience and to explore esthetic concepts in depth, while allowing time for team planning and evaluation. This course and LEEP provide theory as well as practicum for students seeking certification in the teaching of the arts in the public schools. This laboratory experience enables students to work with elementary children prior to student teaching. Students from the areas of art, music, speech, physical education, and general education explore, develop, implement, and evaluate a series of integrated arts experiences.

Particular emphasis is given to the development of esthetic perception (sensory awareness) and self-expression through interdisciplinary team-planned experiences. In order to provide a comprehensive background prior to teaching an integrated arts lesson, students are equipped with an extensive arts education bibliography from which selections are made for in-depth study and evaluation. To enhance their personal background, students select a variety of cultural events to attend during the semester.

Learning activities are preceeded by faculty-student team planning sessions. Individual and team logs of each activity, as well as individual and team evaluations, are made following each lesson.

Two 90 minute sessions are scheduled weekly. One period is devoted to planning. If additional planning sessions are needed the time and length are determined by the team members. A model activity is demonstrated by the LEEP faculty during the first class session. The curriculum for subsequent sessions is developed on a thematic approach by the individual teams.

There are four teams, each composed of several members and a leader. The team leader, a person who has been previously involved in LEEP and who has demonstrated leadership ability, is present at all sessions, assists the team in whatever way necessary, and is directly responsible to the Team Coordinator. Two teams have activities with the children from a local elementary school during one of the weekly sessions while the other two teams have a planning session. The teams switch roles for the next session. Two rooms at The Museum are used for the activities with the children while the planning sessions are held in conference rooms at The Museum. The children are brought to the weekly meetings by school bus by the public schools.

## OBJECTIVES

The overall goal for LEEP is to enable youth of all ages and ethnic groups, university faculty and students, public school personnel, and parents to gain confidence in their own abilities in the arts through participation in inter-disciplinary esthetic experiences. Through such experiences, an improved concept of self may emerge and allow greater sensitivity toward others.

Specific objectives are divided into three categories relating to the child, the team member, and the LEEP faculty.

THE CHILD:

will be able to perceive the interrelationships among the arts and to aspects of the arts;

will value the arts as a realm of human experience;

will produce or perform in the arts, as a unified arts experience;

will be able to enhance his self-concept through the experiences in LEEP.

THE TEAM MEMBER: (graduate and undergraduate university students)

will perceive and recognize the elements of the interrelationships of the arts;

will be able to organize and arrange the elements of the inter-relationships of the arts into a cohesive teaching/learning situation with children;

will be able to apply or adapt his curriculum to an actual teaching situation with children;

will enhance his self-concept through his experience in LEEP;

will be able to discuss and criticize the curriculum as it developed in actual application;

will discuss and evaluate his performance as a teacher in the team.

THE LEEP FACULTY:

will demonstrate practical teaching skills as necessary;

will analyze and evaluate the curriculum as it develops and the activities as they occur;

will seek the resources of the community, the parents, the public schools, and The Museum in building a program which complements those which exist in other areas.

## Personnel Involved

The LEEP faculty is composed of:

| | |
|---|---|
| Marvin Platten | Co-Director of LEEP (College of Education) |
| Ollie Jensen | Co-Director of LEEP (Art Department) |
| Panze Kimmel | Esthetic education consultant (College of Education) |
| Ellie Caston | Program Coordinator (The Museum) |
| Billy Jack Moore | Team Coordinator (Art Department) |
| Bill Phipps | Assistant Team Coordinator |
| Betty Moxley | Coordinator for Museum Public Programs (The Museum) |
| Sheila Cooke | Museum Resource Coordinator (The Museum) |
| Mary Ann Vaughan | Music consultant (Music Department) |
| Diana Moore | Dance consultant (Women's Physical Education) |

Public school personnel continuously involved include Ed Stokes, Director of Elementary Education, Zonalynn Stevens, Art Consultant, and Wayne Stevens, Music Consultant. Other specific personnel vary from semester to semester.

One elementary school participates each semester. Therefore, the principal, teachers, and pupils are constantly changing. Graduate and undergraduate students also vary each semester. To date 166 university students, 499 public school pupils, 3 principals, and 13 teachers have been involved with LEEP.

While one of the broad goals of LEEP is parental involvement, this has not yet been accomplished except in indirect ways. Information programs have been presented to PTA meetings and information is passed on to parents by the children.

## BUDGET

The budgetary figures given below do not accurately reflect the true expenditures for the program. Salaries of LEEP faculty and The Museum staff are not included since LEEP is an integral part of the several departments. Neither are transportation costs for public school pupils included since they are paid by the Lubbock Public Schools.

A research project, "Effects of an Interdisciplinary Team Approach to Esthetic Education of Black and Mexican American Children's Self-Concept and Other Selected Variables," is currently funded by state research funds in the amount of $3,050.00. It is being directed by Marvin Platten.

In addition, the resources of the College of Education, The Learning Resources Center, and the Texas Tech University Teacher Center are available to LEEP.

The specific budget for LEEP is:

| | |
|---|---|
| Expendable supplies | $425.00 |
| Equipment | 200.00 |
| Travel | 250.00 |
| Consultants | 500.00 |
| Personnel (Research Assistant) | 1600.00 |

## Contribution to the Improvement of Teacher Education

Contributions to teacher education students' preparation include:

1. improved self-concept;
2. greater sensitivity and openness toward others;
3. a better understanding of different cultural/ethnic groups;
4. and the ability to devise curricular activities which interrelate the arts.

LEEP is unique in these ways:

1. Public school pupils are transported to the university campus by the school district for instructional purposes;
2. A multidisciplinary faculty from the university, multidisciplinary teams of university students, and groups of elementary public school pupils have the opportunity to teach and learn together;
3. and The Museum is the teaching site, as well as a learning resource center, for the program.

LEEP is only one of several programs currently underway designed to develop esthetic awareness and sensitivity in the elementary school child and the future teacher of the child. Emphasis in the teacher education student's preparation is placed upon learning about the arts and how to involve the children, through a sequential thematic approach, in a variety of arts experiences. These programs could serve as a model for any institution seeking to improve a teacher education program.

## Evaluation Methods and Results

A research study designed to measure changes in childrens' self-concepts and their attitudes toward such variables as The Museum, art, and school is currently underway.

Evaluations from students each semester provide continual rejuvenation of ideas and enthusiasm, making projections for the future ones of growth and improvement. LEEP is making rapid progress toward meeting its stated goals.